**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson: 14-6 Perimeter** Jessica & Melody | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Daily Spiral Review 14-6  Use EnVision Engage and Pose the Problem on pg. 328B | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context?   Teach that perimeter can be broken up into peri = around and meter = to measure. Perimeter is measuring around something. So what are some things we could find the distance around (perimeter)?  Sing Perimeter (It's to the tune of Jingle Bells).  Perimeter, perimeter   Goes around and round  Add up all the sides and then you write your answer down | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  If we didn’t have a ruler, yard stick or other traditional measuring tools, how could we measure the perimeter of these objects we’ve listed? Read aloud – How Big is a Foot? By Rolf Myller What would be the disadvantages of using these objects to measure? What would be the advantage of having a set unit of measurement? Estimate the perimeter of your desk? Math book?, etc.  George wants a pet dog, but mom said that they have to put up a fence first. Provide students with prices/foot from 3 fence companies. Which fence would be the cheapest if the yard is rectangle shape and is 40 ft. x 20 ft. Students will work in partners then problem will be solved on the board. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Using the EnVision math book, pg. 328, ask students how many sides the hexagon has. So how many numbers should we add together? How can we find the perimeter of a square and a rectangle? Is there more than one way to get the correct answer?  Can we just multiply one side’s length by the total number of sides of the shape? Which shapes does this rule work for?  Do Guided Practice problems on pg. 329. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Do Independent Practice pg. 329 – 330. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Give the Quick Check 14-6 pg. 59. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Teamwork pgs. 11 & 12 (front/back). Number tiles needed. | |
| **HOMEWORK** | |
| Assign leveled homework – reteaching, practice and/or enrichment. | |